

Opera in the Neighborhoods 2024 | 25

Frida Kahlo and the Bravest Girl in the World

Through attendance of the live performance, and engagement with the learning resources included in Lyric's *Backstage Pass!* booklet, this program aims to address the following learning standards:

Illinois Arts Learning Standards: Music

Responding (Re) and Connecting (Cn)

MU:Re8.1.1.a. With limited guidance, demonstrate and identify expressive qualities that reflect performers' expressive intent.

MU:Cn10.1.a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

MU:Cn11.1.a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

Illinois Arts Learning Standards: Theatre

Performing/Producing/Presenting (Pr), Responding (Re), and Connecting (Cn)

TH:Pr5.1.3.b. Identify the basic technical elements (costumes, lights, props, set, sound) that can be used in a drama/theatre work.

TH:Re.7.1.3.a. Describe without judgment what is seen, felt, and heard in a drama/theatre work.

TH:Re8.1.3.b. Explore folk tales or stories from multiple cultures through drama/ theatre experience.

TH:Re9.1.1.b. Identify props and costumes that are used in a guided drama experience.

TH:Re9.1.1.c. Demonstrate appropriate audience behavior during a drama/theatre performance.

TH:Cn10.1.1.a. Identify character emotions in a guided drama experience and relate it to personal experience.

TH:Cn10.1.3.a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

TH:Cn11.2.2.a. Identify similarities and differences in stories from multiple cultures in a guided drama experience.

TH:Cn11.2.3.a. Explore how stories are adapted from literature to drama/theatre work.

Common Core English Language Arts - Anchor Standards: Reading

Key Ideas and Details:

CSS: ELA-Literacy CCRA. R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CSS: ELA-Literacy CCRA. R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CSS: ELA-Literacy CCRA. R.3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

CSS: ELA-Literacy CCRA. R.10. Read and comprehend complex literary and informational texts independently and proficiently.

Social Emotional Learning

1B. Recognize personal qualities and external supports.

2A. Recognize the feelings and perspectives of others.

2B. Recognize individual and group similarities and differences.

2C. Use communication and social skills to interact effectively with others.

3A. Consider ethical, safety, and societal factors in making decisions.